



Learning Aims and Curriculum Intent:

Put simply, Economics is the study of how a society uses its scarce resources to satisfy unlimited wants and needs. Economists seek to answer three problems:

- What to produce?
- How to produce?
- For whom to produce?

Why study Economics?

To understand how firms, markets and households interact to form the economy.

It offers a rigorous academic and intellectual challenge.

It goes well with many other A Level subjects because it combines mathematical and data handling elements with the need to write essays.

It is a first step down a wide range of career paths such as banking, law, journalism and politics.

To acquire and apply a range of valuable skills, including decision making, problem solving, challenging assumptions and critical analysis.

To develop into a more informed citizen to participate more fully in society.

Key skills students will gain through studying A level Economics:

- Analysis and evaluation skills – students will be able to use data to analyse strengths and limitations, draw conclusions and make informed decisions.
- Numeracy skills – through the course students will learn how to study and manipulate figures and statistics and look for trends.
- Cultural awareness skills – students will gain an understanding of how different cultures perceive social, political and economic events.
- Communication skills – students will gain the ability to communicate findings in a clear, coherent manner.

We follow the Edexcel Economics A Specification. External assessment takes place at the end of Year 13 through three compulsory written papers:

Paper 1: Markets and business behaviour. This is a two-hour paper consisting of questions drawn from themes 1 and 3, from microeconomic, market and business-related topics. It makes up 35% of the total qualification.

Paper 2: The national and global economy. This is a two-hour paper consisting of questions drawn from themes 2 and 4, and from macroeconomic, national and global economic contexts. It makes up 35% of the total qualification.

Paper 3: Microeconomics and macroeconomics. This is a two-hour paper that will assess content from all four themes. It makes up 30% of the total qualification.

Overview of assessment and sample papers:

Each exam lasts 2 hours and has 100 marks available.

- Most marks are allocated towards extended open-response questions.
- 20% of the total marks are for quantitative skills (interpreting and manipulating numerical data)
- Sample assessments can be found on the Edexcel Website.

Term	Paper 1 Introduction to Markets and Market Failure	Paper 2 The UK Economy – Performance and Policies.	Skills	Assessment
<p>Michaelmas</p>	<p>1.1 Nature of Economics</p> <ul style="list-style-type: none"> - The Economic problem - Positive and normative statements - Economics as a social science - Production possibility frontiers and opportunity cost <p>1.2 How Markets Work</p> <ul style="list-style-type: none"> - Rational decision making - Demand - Supply - Price determination] - Price mechanisms and consolidation of supply and demand diagrams - Price, income and cross elasticities of demand - Elasticities of supply <p>1.1. Nature of Economics (continued)</p> <ul style="list-style-type: none"> - Specialisation and the division of labour - Free market economies, mixed economy, and command economy 	<p>2.1 Measures of Economic Growth</p> <ul style="list-style-type: none"> - Economic growth - Inflation - Employment and unemployment - Balance of payments <p>2.2 Aggregate Demand (AD)</p> <ul style="list-style-type: none"> - The characteristics of AD - Consumption - Investment - Government expenditure - Net trade <p>2.3 Aggregate Supply (AS)</p> <ul style="list-style-type: none"> - The characteristics of AS - Short- run AS - Long- run AS 	<p>All of assessment objectives below are explicitly taught and practised with pupils in the context of Components 1, 2 and 3.</p> <p>AO1 Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.</p> <p>AO2 Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues.</p> <p>AO3 Analyse issues within economics, showing an understanding of their impact on economic agents.</p> <p>AO4 Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issue.</p>	<p>Regular assessment checks and retrieval practices. This will include topic tests, class discussions, debates, planning responses to exam questions and timed exam practice.</p> <p>Common Departmental Assessment each half term for Component 1 and 2 teachers which consists of a past paper question (or a portion of one) at the discretion of the subject teacher.</p>

Lent	<p>1.2 How Markets Work (continued)</p> <ul style="list-style-type: none"> - Indirect taxes and subsidies - Alternatives views of consumer behaviour <p>1.3 Market Failure</p> <ul style="list-style-type: none"> - Types of market failure - Externalities - Public goods - Information gaps <p>1.4 Government Intervention</p> <ul style="list-style-type: none"> - Government intervention in markets 	<p>2.4 National Income</p> <ul style="list-style-type: none"> - National income - Injections and withdrawals - Equilibrium levels of real national output - The multiplier <p>2.5 Economic Growth</p> <ul style="list-style-type: none"> - Causes of economic growth - Output gaps - Trade cycle - The impact of economic growth <p>2.6 Macroeconomic Objectives and Policies</p> <ul style="list-style-type: none"> - Possible macroeconomic objectives - Demand side- policies 	As above with additional focus on examination practice for mock examinations.	<p>Regular assessment checks and retrieval practices. This will include topic tests, class discussions, debates, planning responses to exam questions and timed exam practice,</p> <p>Common Departmental Assessment each half term for Component 1 and 2 teachers which consists of a past paper question (or a portion of one) at the discretion of the subject teacher.</p>
Trinity	<p>1.3 Government Intervention (continued)</p> <ul style="list-style-type: none"> - Government failure <p>Revision and preparation for mocks</p> <p>Introduction to year 13 content</p> <p>3.1 Business Growth</p> <ul style="list-style-type: none"> - Sizes and types of firms - Economies and diseconomies of scale - Demergers 	<p>2.6 Macroeconomic Objectives and Policies (continued)</p> <ul style="list-style-type: none"> - Supply side policies - Conflicts and trade-offs between objectives and policies <p>Revision/ preparation for mocks</p> <p>Introduction to year 13 content</p> <p>4.4. Financial Sector</p> <ul style="list-style-type: none"> - Role of financial markets - Market failure in the financial sector - Role of central banks 	As above with additional focus on examination practice for mock examinations.	<p>Regular assessment checks and retrieval practices. This will include topic tests, class discussions, debates, planning responses to exam questions and timed exam practice.</p> <p>End of year examinations</p>

Examples of Homework	<ul style="list-style-type: none"> - Paper questions or planning of longer extended writing questions. - Adding to a scrapbook (students will need to find news articles linked to topics they are studying; these will need to be stuck into their exercise book and annotated) - Re-writing of essay questions or paragraphs after teacher feedback. - Listening to podcast with comprehension. - Complete research tasks. - Prepare presentations.
Key Terminology	<p>Paper 1</p> <p>Topic 1.1 – Economic goods, free goods, margin, needs, opportunity cost, production possibility frontier, scarce resources, wants, capital productivity, division of labour, factors of production, fixed capital, human capital, labour productivity, market, non-renewable sources, renewable sources, primary sector, secondary sector, tertiary sector, productivity, profits, specialisation, stakeholders, utility, welfare, working capital, base period, index number, nominal values, real values, ceteris paribus, equilibrium, normative economics, normative statements, partial and general models, positive economics, positive statement, static and dynamic models, command or planned economies, economic systems, free market, mixed economy, consumer surplus, demand curve, effective demand, individual demand curve, market demand curve, shift in demand curve, supply, individual supply curve, market supply curve, producer surplus, competitive demand, complementary good, composite demand, derived demand, joint demand, joint supply, substitute, elastic demand, inelastic demand, unitary elasticity, cross- price elasticity of demand, income elasticity of demand, price elasticity of supply, Giffen good, income effect, inferior good, normal good, substitution effect, ad valorem tax, incident of tax, unit tax, subsidy.</p> <p>Topic 1.2 - unit labour costs, allocative or economic efficiency, dynamic efficiency.</p>

	<p>Topic 1.3 - market failure, productive efficiency, static efficiency, technical efficiency, spillover effect, negativity externalities, external cost, positive externality, external benefits, marginal social and private costs and benefits, private cost and benefits, social cost and benefit, production externalities or externalities in production, free rider, merit good, demerit good, private good, public good, quasi-public good, principal- agent problem, symmetric information, asymmetric information.</p> <p>Topic 1.4 – buffer stock schemes, government failure, public choice theory</p> <p>Paper 2</p> <p>Topic 2.1 – gross domestic product (GDP), gross domestic income (GNI), real, nominal, purchasing power parities, real incomes, subjective happiness, inflation, deflation, disinflation, consumer price index (CPI), retail price index (RPI), demand pull, cost push, employment, unemployment, structural unemployment, frictional unemployment, seasonal unemployment, demand deficiency, cyclical unemployment, real wage inflexibility, International Labour Organisation (ILO), UK Labour Force Survey, balance of payment, current account surplus, current account deficit.</p> <p>Topic 2.2 – aggregate demand curve, shift, movement, consumption, disposable income, interest rates, consumer confidence, wealth effect, investment, ‘animal spirits’, regulations, the trade cycle, fiscal policy, net trade, exchange rates, protectionism, non-price factors.</p> <p>Topic 2.3– aggregate supply curve, shift, movement, short run AS, long run AS, raw materials, exchange rates, tax rates, classical, Keynesian, factors of production.</p> <p>Topic 2.4- circular flow of income, withdrawal, injection, equilibrium, real national output, the multiplier, marginal propensities, the marginal propensity to consume (MPC), the marginal propensity to save (MPS), the marginal propensity to tax (MPT), the marginal propensity to import (MPM).</p> <p>Topic 2.5 – economic growth, actual growth, potential growth, positive output gaps, negative output gaps, trade cycle, boom, recession, depression, slump, recovery, demand side policies, fiscal policy, monetary policy, quantitative easing, direct taxation, indirect taxation, the Great Depression, 2008 Global Financial Crisis, Monetary Policy Committee, supply side policies, market based policies, interventionist policies, conflict, trade off, short run Philips curve.</p>	
<p>Super-curricular enrichment and scholarly extension</p>	<p>Read (news sites)- The Economist, The Financial Times, BBC News, International Business Times and Forbes</p> <p>Read (books) – ‘<i>Freakonomics</i>’ Steven D. Levitt, ‘<i>The Undercover Economist</i>’ Tim Harford, ‘<i>Why Nations Fail: The Origins of Power, Prosperity and Poverty</i>’ Daron Acemoglu and James A Robinson, ‘<i>Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist</i>’ Kate Rawford, ‘<i>The Art of Strategy: A Game Theorist's Guide to Success in Business and Life</i>’ Avinash K. Dixit and Barry J. Nalebuff, ‘<i>The Choice Factory: 25 Behavioural Biases that Influence What We Buy</i>’ Richard Shotten, ‘<i>GDP: A Brief but Affectionate History: A Brief but Affectionate History</i>’ Diane Coyle.</p> <p>Listen – ‘<i>The Economics of Everyday Things</i>’ https://freakonomics.com/series/everyday-things/, ‘<i>The Economist</i>’ https://www.economist.com/podcasts, ‘<i>The Economics Detectives</i>’ https://open.spotify.com/show/2iAlcFLDYONFis3gt8e2r3, ‘<i>The Demand Side</i>’ https://podcasters.spotify.com/pod/show/edward-brown16, ‘<i>Moody's Talks - Inside Economics</i>’ https://podcasts.apple.com/us/podcast/moodys-talks-inside-economics/id1559966912</p> <p>Visit – The Bank of England, the Museum of Brands and attend public lectures at LSE.</p>	
<p>Useful websites</p>	<p>https://www.tutor2u.net/business</p> <p>https://www.savemyexams.com/a-level/business/edexcel/17/revision-notes/</p> <p>https://studyrocket.co.uk/revision/a-level-business-edexcel</p>	
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